

Cherrywood Community Primary School Hampshire



Policy for Positive Behaviour Procedure and Guidance

Adopted on:	November 2025
Signed on behalf of the Governing Body	Mrs B Read Chair
Review Date	November 2028

Cherrywood Community Primary School

Policy for Positive Behaviour

At Cherrywood, we challenge children to have the highest standards, not only academically but in their own personal and social development.

All pupils are expected to act with the school's core values in mind. These are: respect, resilience, curiosity, integrity, teamwork, and ambition.

A child who has learned to act with consideration and respect to others, holds the key to forming positive relationships and to making the most of opportunities for learning, both throughout school life and in the wider world.

We will

- ❖ create a positive caring environment which encourages and reinforces positive behaviour
- ❖ continue to develop a school community founded on the basic principles of respect and consideration for others
- ❖ develop an understanding in children of personal responsibility
- ❖ eliminate bullying, racism, and other forms of prejudice
- ❖ prepare children to be law abiding citizens with the skills to build positive relationships

We will achieve this by

- ❖ ensuring that the school's expectations and behaviour management systems are widely known and understood
- ❖ applying those systems fairly and consistently
- ❖ involving parents and carers in the implementation of this policy
- ❖ listening to children to get to the root of issues in school
- ❖ regularly reviewing and improving our policy

Celebrations

Throughout the week the children are celebrated consistently for showing the school values, this is done through rewarding marbles to the whole class or individuals. We also hold a celebration assembly each week: celebrating pupils demonstrating the school values and celebrating a star of the week from each year group. Recognition is also given to those demonstrating positive behaviours in the playground with the Play Leader award. Individuals are recognised for achievements that are outside the everyday rewards. The children and their achievements are published on the school website and in the weekly newsletter.

Roles and Responsibilities

Governing Body

The governing body is responsible for reviewing the behaviour policy with the senior leadership team, monitoring the policies effectiveness and for holding the senior leadership team to account for its implementation.

School Leaders

The Headteacher and Deputy Headteacher will ensure, through regular monitoring, that areas for development at a pupil, cohort, or whole school level are identified and addressed quickly.

Leaders will ensure that all staff receive training on this policy and that key information is made available for visiting teachers and volunteers.

All School Staff

The attitude of all staff towards the consistent implementation of this policy is vital for it is the adults within a school who determine the environment in which good relationships can develop.

All staff are responsible for using co-regulation and de-escalation to support children to resolve conflicts and encourage positive behaviour choices. This includes:

- Recognising, empathising, validating feelings and labelling them
- Setting limits on behaviour
- Problem-solving with the child or young person.

All staff are responsible for building trusting and meaningful relationships with the children this includes ensuring children feel heard and listened to.

Teaching staff are responsible for providing an appropriately structured curriculum. This includes planning which is adapted to meet the needs of children within the class and encouraging children to become active in their own learning.

All staff are responsible for providing and maintaining a pleasant, clutter free and well-organised classroom which is free of distraction and conducive to positive behaviour.

Parents

Parents will work in partnerships with the school to reinforce the school values and a positive attitude to learning.

We expect parents to:

- support their child in adhering to the school values both at school and outside of school, including online
- inform school of any changes to circumstance that may affect their child's behaviour
- engage with other professionals and workshops that are there to support with behaviour management of their children.

Behaviour management

Pupils learn best when their environment is focussed, purposeful and there is clarity in the expectations. Where children need support to maintain focus or when things go wrong, we aim to refocus children on positive learning behaviour through curiosity and conversation. Through talk, we realign expectation and refocus the child. (Appendix A shows the policy flow chart and Appendix D shows the format of reflective conversations)

Serious or Persistently Poor Behaviour

Where the behaviour of an individual child is giving cause for concern, parents will be informed at an early stage. If concerns continue, then a pastoral support plan will be implemented.

Incidents that are referred directly to the Head Teacher or Deputy Headteacher may include:

- Deliberate continued defiance
- Behaviour likely to endanger self or others
- Bullying - the repetitive, intentional harming of an individual or group by another person or group. This includes behaviour online.
- Severe verbal or physical abuse
- Racist, sexist, homophobic or discriminatory behaviour
- Leaving the school premises without permission
- Deliberate damage to property, including vandalism
- Possession of prohibited items which are not allowed to be brought onto the school premises by pupils
 - Weapons
 - Alcohol, tobacco, drugs, vapes or solvent based produces
 - Lighters, matches and aerosols
 - Mobile phones (outside of those agreed and handed in in the morning), tablets and smart watches
 - Personal items not agreed by the senior leadership team, for example Pokémon cards, blankets, footballs.
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear, or intimidation.

Consequences

Developed using the DFE guidance *Behaviour and discipline in schools*

Consequences are set according to key stage and type of behaviour. Appendix B shows our actions and consequences charts. In some instances, consequence will be delivered after school. In these instances, parents will be notified no later than 14.30.

Consequences are relative to the behaviour seen and are designed to support the child in making better choices in the future. Consequences may look different for pupils on individual behaviour plans but serve the same purpose.

Range of consequences:

- Reflection time (Appendix C) at playtime, lunchtime or after school
- Removal from the classroom to work in another supervised space
- Removal from the classroom to work with a senior leader
- Parental attendance to deal with the crisis
- Internal exclusion, spending a specified amount of time away from their class
- Fixed term exclusion (suspension)
- Permanent exclusion (excluded)

Physical restraint

In some circumstances staff may use reasonable force to restrain pupils to prevent them from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Running away

Incidents of physical restraint will:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the least amount of time possible
- Be used in a way that maintains safety and dignity
- Never be a form of punishment
- Be recorded and reported to parents

Beyond the school gates

In line with the DfE guidance *Behaviour and discipline in schools*, pupils may face consequences for incidents outside the school gates where certain conditions are met. These include any poor behaviour choices when but are not exclusively, on the way to or from school, if pupils are in school uniform, or in some other way identifiable as a member of the school community. School will always follow up on behaviour which could have implications on the running of the school or that poses a threat to another pupil or member of the public.

Associated resources

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and Discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [Use of reasonable force in school](#)
- [The Equality Act 2010](#)
- [Special Educational Needs and Disability Code of Practice](#)

This policy should be read in conjunction with the school's other policies such as Anti-bullying policy, SEN Policy, Equality Policy, RSHE Policy, and with relevant Government legislation and guidance

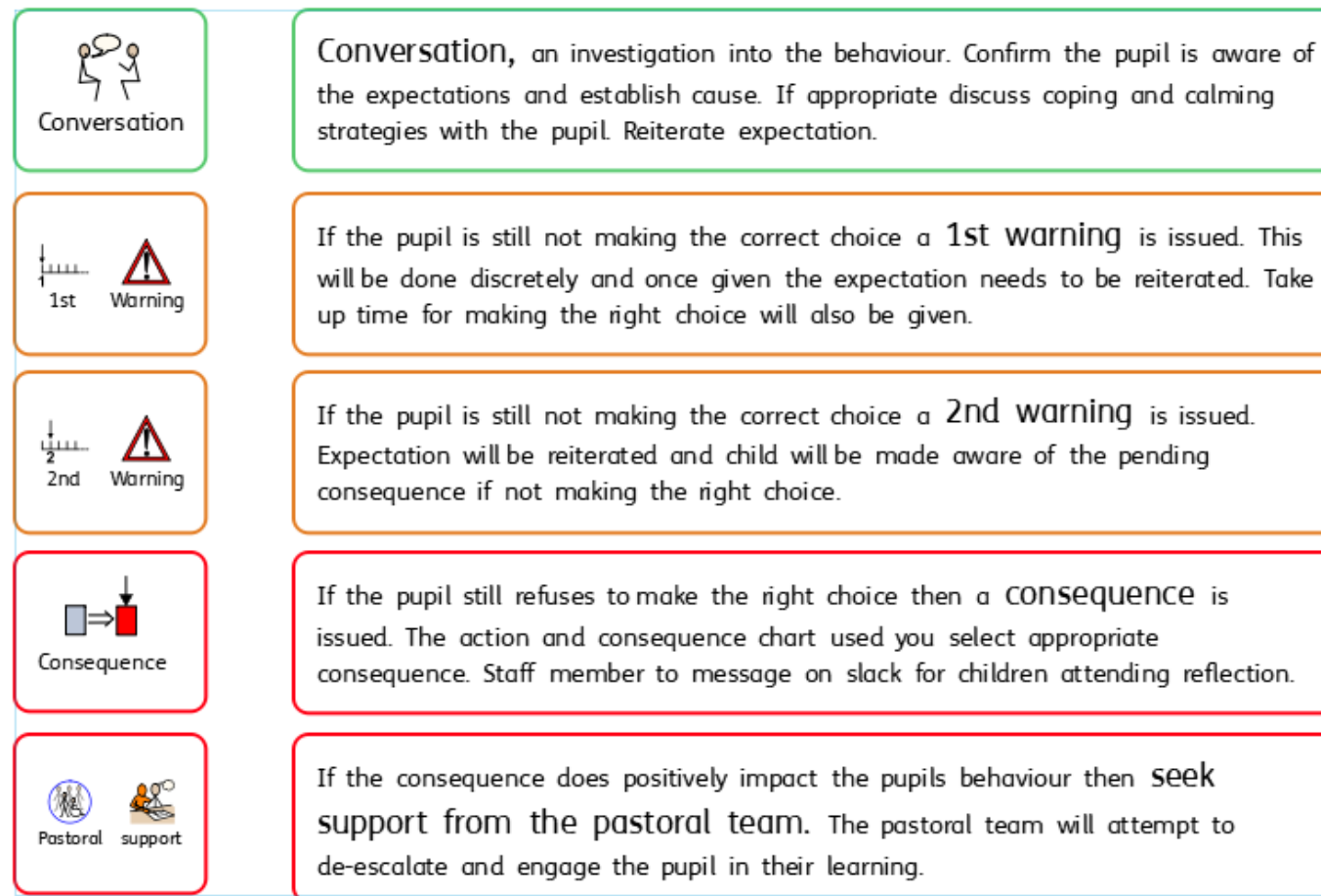
This policy was adopted on: November 2025

Review date: November 2028

Cherrywood Community Primary School – Policy for Positive Behaviour – Nov 25

Signed by:

Appendix A – Flow Chart



Appendix B – Actions and Consequences

Reception Class

Action	Example	Consequence
Not doing as I am asked first time.	Not listening to adults Not following an instruction Making the wrong choice	3 Minutes Time out in the classroom
Provoking	Encouraging someone to do the wrong thing	3 Minutes Time out in the classroom
Not using kind words	Calling our friends names Telling Lies Telling people they cannot play	5 Minutes Time out in the classroom
Avoiding work	Not joining in Not completing a task Moving away from learning	Complete the task with appropriate adult
Not respecting property or being unsafe with equipment	Breaking toys Drawing on equipment Throwing things	5 minutes reflection
Not using appropriate language	Swearing	5 minutes reflection
Hurting Others: Provoked	Biting, kicking, punching, grabbing, strangling, spitting, scratching.	5 minutes reflection
Hurting Others: Unprovoked	Biting, kicking, punching, grabbing, strangling, spitting, scratching.	10 minutes reflection

Key Stage 1

Action	Example	Consequence
Not doing as I am asked first time.	Not listening to adults Not following an instruction Making the wrong choice	5 Minutes Time out in the classroom
Provoking	Encouraging someone to do the wrong thing	5 Minutes Time out in the classroom
Not using kind words	Calling our friends names Telling Lies Telling people they cannot play	5 minute reflection
Avoiding work	Not joining in Not completing a task Moving away from learning	Complete the task with appropriate adult
Not respecting property or being unsafe with equipment	Breaking toys Drawing on equipment Throwing things	5 minutes reflection
Not using appropriate language	Swearing	10 minutes reflection
Hurting Others: Provoked	Biting, kicking, punching, grabbing, strangling, spitting, scratching.	10 minutes reflection
Hurting Others: Unprovoked	Biting, kicking, punching, grabbing, strangling, spitting, scratching.	10 minutes reflection

Key Stage 2

Action	Example	Consequence
Not doing as I am asked first time.	Not listening to adults Not following an instruction Making the wrong choice	5 Minutes Time out in the classroom
Provoking	Encouraging someone to do the wrong thing	5 Minutes Time out in the classroom
Not using kind words	Calling our friends names Telling Lies Telling people they cannot play	10 minute reflection
Avoiding work	Not joining in Not completing a task Moving away from learning	Complete the task with appropriate adult
Not respecting property or being unsafe with equipment	Breaking toys Drawing on equipment Throwing things	10 minutes reflection
Not using appropriate language	Swearing	15 minutes reflection
Hurting Others: Provoked	Biting, kicking, punching, grabbing, strangling, spitting, scratching.	15 minutes reflection
Hurting Others: Unprovoked	Biting, kicking, punching, grabbing, strangling, spitting, scratching.	15 minutes reflection

Appendix C – Reflection questions and form

Reflection KS2

Behaviour Think Sheet!

What happened?

How were you feeling at the time?



Which value are you working on?

Respect - Geroldine



Resilience - Ralph



Teamwork - Walter



Curiosity - Katy



Integrity - Lenny



Ambition - Gabby



What needs to happen to make things better?

Behaviour Think Sheet!

Which value you did you not show?

Respect - Geraldine



Resilience - Ralph



Teamwork - Walter



Curiosity - Katy



Integrity - Lenny



Ambition - Gabby



How were you feeling at the time?



Which value are you working on?

Respect - Geraldine



Resilience - Ralph



Teamwork - Walter



Curiosity - Katy



Integrity - Lenny



Ambition - Gabby

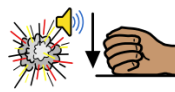


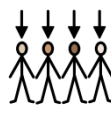
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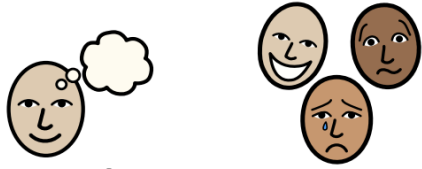
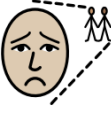
Appendix D – Reflection Handbook

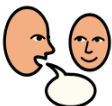
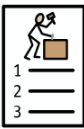
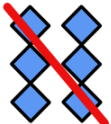
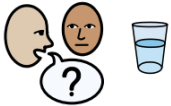
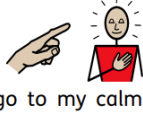
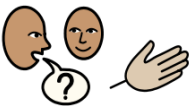
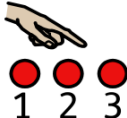


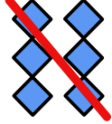
Be safe, be respectful, be ambitious.

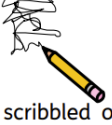
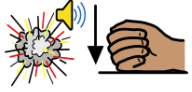
 broke something	 scribbled on something	 hurt and adult	 hurt a child	 being unsafe
 took my clothes off	 What happened			 not being respectful
 using swear words				 being disruptive
 not listening to instructions	 threw something	 ran off	 tore up work	 something different

 me	 a friend	 a teacher	 my class	 my mum
 other children	 Who has been affected?			 my dad
 someone else				 my sibling
 people in the community	 animals	 everyone	 another adult	 my family

 worried	 fidgety	 confused	 angry	 sad
 silly	 What were you thinking or feeling?			 scared
 embarrassed				 annoyed
 lonely	 furious	 bored	 nervous	 something different

 make a card	 write a letter	 talk to someone	 say sorry	 fix something
 having thinking time	 What needs to happen to put things right?			 tidy up
 make a change				 clean something
 make a plan	 practice	 finish my work	 hug	 something different
 move away	 ask for a break	 go to my calm space	 ask for help	 get a fidget toy
 tells someone how I feel	 Next time I will...			 count to 10
 play with someone else				 be respectful
 make a good choice	 take deep breaths	 listen carefully	 remember the rules	 use a timer

 sad	 sorry	 guilty	 annoyed	 nervous
 worried	 How do you feel now?			 tired
 hungry				 something different
 thirsty	 unsure	 calm	 better	 ok okay

 broke something	 scribbled on something	 hurt and adult	 hurt a child	 being unsafe
 took my clothes off	 What happened			 not being respectful
 using swear words				 being disruptive
 not listening to instructions	 threw something	 ran off	 tore up work	 something different